Journal of Curriculum and Supervision

COMBINED INDEX TO VOLUMES 1 THROUGH 8

Author Index

Agne, Russell M., and Edward R. Ducharme, New Incentives for Public School–Higher Education Partnerships *(Perspectives and Imperatives)*, 3 (Summer 1988): 335–343

Alexander, Gary, Science, Religion, and the Myth of Creation, 1 (Summer 1986): 294–304

Alexander, William M., Toward Schools in the Middle: Progress and Problems, 2 (Summer 1987): 314–329

Alfonso, Robert J., and Gerald R. Firth, Supervision: Needed Research *(A Research Agenda)*, 5 (Winter 1990): 181–188

Anderson, Douglas H., and Richard D. Kimpston, Factors Affecting Teachers' and Principals' Stages of Concern over Carrying Out Benchmark Testing, 3 (Summer 1988): 321–334

Anderson, Douglas H., and Richard D. Kimpston, The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors toward Curriculum Planning, 1 (Winter 1986): 100–110

Anderson, Robert H., Unanswered Questions about the Effect of Supervision on Teacher Behavior *(A Research Agenda)*, 4 (Summer 1989): 291–297

Andrews, Sharon Vincz, Changing Research Perspectives: A Critical Study of Elliot Eisner, 4 (Winter 1989): 106–125

Aoki, Ted T., Legitimating Lived Curriculum: Towards a Curricular Landscape of Multiplicity, 8 (Spring 1993): 255–268

Ariav, Tamar, Growth in Teachers' Curriculum Knowledge through the Process of Curriculum Analysis, 6 (Spring 1991): 183–200

Armaline, William D., Joseph R. Kretovics, and Kathleen S. Farber, Blowing the Top Off Urban Education: Educational Empowerment and Academic Achievement, 6 (Spring 1991): 222–232

Atkins, Elaine, A Sensible, Faculty-designed Model for Curriculum Development, 6 (Summer 1991): 312–324

Atkins, Elaine, From Competing Paradigms to Final Consensus: A Case Study of the Deliberations of a Conflict-Prone Curriculum Group, 5 (Summer 1990): 308–327

Atkins, Elaine, The Deliberative Process: An Analysis from Three Perspectives, 1 (Summer 1986): 265–293

Barrow, Robin, The Role of Conceptual Analysis in Curriculum Inquiry: A Holistic Approach *(Perspectives and Imperatives)*, 5 (Spring 1990): 269–278

Bear, Mary, Virginia Macagnoni, and Mary Phillips, Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, 1 (Fall 1985): 74–79

Bear, Mary, Virginia Macagnoni, and Mary Phillips, Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, 1 (Spring 1986): 255–261

Beer, Valorie, and David D. Marsh, A Non-School Curriculum Model Illustrated in a Museum Setting, 3 (Spring 1988): 221–239

Ben-Peretz, Miriam, and Moshe Silberstein, The Concept of Teacher Autonomy in Curriculum Materials: An Operative Interpretation, 3 (Fall 1987): 29–44

Benson-Burrell, Brenda, A Wedge Is Still Missing: Reactions to Hawkins, 6 (Summer 1991): 372

Berman, Louise M., Problematic Curriculum Development: Normative Inquiry in Curriculum, 3 (Summer 1988): 271–294

Berman, Louise M., Re-searching, Rethinking, and Reordering Curriculum Priorities *(Perspectives and Imperatives)*, 1 (Fall 1985): 66–71

Beyer, Landon E., Critical Theory and the Art of Teaching, 1 (Spring 1986): 221–232

Beyer, Landon E., The Social and Educational Conditions for Democracy *(Perspectives and Imperatives)*, 4 (Winter 1989): 178–186

Blumberg, Arthur, A Response to Bolin, Sergiovanni, Holland, and Grimmett, 6 (Fall 1990): 74–76

Blumberg, Arthur, Toward a Scholarship of Practice *(Comment)*, 5 (Spring 1990): 236–243

Blumberg, Arthur, Where We Came From: Notes on Supervision in the 1840s, 1 (Fall 1985): 56–65
Bolin, Frances S., Does a Community of Scholars in Supervision Exist? 3 (Summer 1988): 296–307
Bolin, Frances S., On Defining Supervision *(Perspectives and Imperatives),* 2 (Summer 1987): 368–380
Bolin, Frances S., The Status of Supervision Scholarship *(Response),* 5 (Spring 1990): 244–246
Bowyer, Jane, Lee A. Turner-Muecke, and Tom Russell, Reflection-in-Action: Case Study of a Clinical Supervisor, 2 (Fall 1986): 40–49
Brimfield, Renée M. B., Imagination, Rigor, and Caring: One Framework for Educational Reform *(Perspectives and Imperatives),* 3 (Spring 1988): 253–262
Brobeck, Sonja, The Need for Better Ethical Guidelines for Conducting and Reporting Research *(Are You Doing Inquiry Along These Lines?),* 5 (Winter 1990): 194–200
Brubaker, Dale L., with Gayle Brookbank, James B. Macdonald: A Bibliography, 1 (Spring 1986): 215–220
Bullough, Robert V., Jr., Supervision, Mentoring, and Self-Discovery: A Case Study of a First-Year Teacher, 5 (Summer 1990): 338–360
Burke, Peter J., and Ralph Fessler, Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model *(Are You Doing Inquiry Along These Lines?),* 2 (Summer 1987): 381–389
Burlbaw, Lynn M., More Than 10,000 Teachers: Hollis L. Caswell and the Virginia Curriculum Revision Program, 6 (Spring 1991): 233–254
Chipley, Donald R., Making Sense Out of Curriculum Research: Some Formative Notes and an Exploratory Model *(A Research Agenda),* 5 (Fall 1989): 70–80
Chism, Nancy, and Lynne M. Hannay, The Potential of Teacher Transfer in Fostering Professional Development, 3 (Winter 1988): 122–135
Clandinin, D. Jean, and F. Michael Connelly, Inquiry into Schooling: Diverse Perspectives, 2 (Summer 1987): 295–313
Cohen, David, The Use of Concept Maps to Represent Unique Thought Processes: Toward More Meaningful Learning *(Are You Doing Inquiry Along These Lines?),* 2 (Spring 1987): 285–289
Common, Dianne L. and Peter P. Grimmet, Beyond the War of the Worlds: A Consideration of the Estrangement Between Curriculum and Supervision, 7 (Spring 1992): 209–225
Connelly, F. Michael, and D. Jean Clandinin, Inquiry into Schooling: Diverse Perspectives, 2 (Summer 1987): 295–313
Consulting Editors, *Journal of Curriculum and Supervision,* Estrangement Between Curriculum and Supervision: Personal Observations on the Current Scene, 7 (Spring 1992): 245–249
Cornbleth, Catherine, Curriculum in and out of Context, 3 (Winter 1988): 85–96
Cornbleth, Catherine, Looking at Part 2 of the *Handbook,* "How the Curriculum Is Shaped," 8 (Fall 1992): 10–15
Crehan, E. Patricia, and Peter P. Grimmett, Barry: A Case Study of Teacher Reflection in Clinical Supervision, 5 (Spring 1990): 214–235
Davis, O. L., Jr., The American School Curriculum Goes to War, 1941–1945: Oversight, Neglect, and Discovery, 8 (Winter 1993): 112–127
Dawson, Don, Education in an Era of High Unemployment: A Curricular Response *(Perspectives and Imperatives),* 2 (Winter 1987): 193–199
Dillon, J. T., The Problems/Methods/Solutions of Curriculum Inquiry, 1 (Fall 1985): 18–26
Doll, William E., Jr., Curriculum Possibilities in a "Post"-Future, 8 (Summer 1993): 277–292
Donmoyer, Robert, Theory, Practice, and the Double-edged Problem of Idiosyncrasy *(A Research Agenda),* 4 (Spring 1989): 257–270
Ducharme, Edward R., and Russell M. Agne, New Incentives for Public School–Higher Education Partnerships *(Perspectives and Imperatives),* 3 (Summer 1988): 335–343
Duffy, Francis M., In Defense of an Effective Manager: A Response to Glickman, Pajak, and Hazi, 6 (Fall 1990): 49–51
Duffy, Francis M., Supervising for Results: A Case Study from the Business World, 6 (Fall 1990): 31–38
Editorial Board, *Journal of Curriculum and Supervision,* National Curriculum Standards: A Call for Papers (*Are You Doing Inquiry Along These Lines?*), 7 (Spring 1992): 319–320
Egan, Kieran, Comenius at the AERA, 8 (Fall 1992): 56–61
Eisner, Elliot W., Creative Curriculum Development and Practice *(A Development Agenda),* 6 (Fall 1990): 62–73

Elgarten, Gerald H., Testing a New Supervisory Process for Improving Instruction, 6 (Winter 1991): 118–129
Ennis, Catherine D., Conceptual Frameworks as a Foundation for the Study of Operational Curriculum, 2 (Fall 1986): 25–39
Ennis, Catherine D., Reconceptualizing Learning as a Dynamic System, 7 (Winter 1991): 115–130
Ennis, Catherine D., and Ann E. Jewett, Ecological Integration as a Value Orientation for Curricular Decision Making, 5 (Winter 1990): 120–131
Ezer, Hana, Naama Sabar, and Moshe Silberstein, The Contribution of a Curriculum Coordinator to School Curriculum Development: Two Case Studies, 8 (Summer 1993): 306–328
Farber, Kathleen S., Joseph R. Kretovics, and William D. Armaline, Blowing the Top Off Urban Education: Educational Empowerment and Academic Achievement, 6 (Spring 1991): 222–232
Fessler, Ralph, and Peter J. Burke, Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model *(Are You Doing Inquiry Along These Lines?),* 2 (Summer 1987): 381–389
Fielding, Glen, Describing Curriculum Development from the Inside Out *(Are You Doing Inquiry Along These Lines?),* 4 (Winter 1989): 187–196
Firth, Gerald R., and Robert J. Alfonso, Supervision: Needed Research *(A Research Agenda),* 5 (Winter 1990): 181–188
Fitzgerald, John H., Management Practices: A Profile of District-Level Supervisory Activity in One School District, 8 (Winter 1993): 128–139
Flinders, David J., Supervision as Cultural Inquiry, 6 (Winter 1991): 87–106
Flinders, David J., Teacher Isolation and the New Reform, 4 (Fall 1988): 17–29
Foshay, Arthur W., The Curriculum Matrix: Transcendence and Mathematics, 6 (Summer 1991): 277–293
Francis, Patricia, and Robert F. McNergney, Clinical Teacher Development Revisited, 1 (Spring 1986): 197–204
Frey, Karl, Kleoniki Malliou, Rolf Langeheine, and Gillian Horton-Krüger, Studies of the Quality of the Curriculur Process in the Curriculum Conference, 7 (Fall 1991): 36–61
Frymier, Jack, A Study of Children's Interests in Words, 2 (Winter 1987): 128–151
Garman, Noreen B., Clinical Supervision: Quackery or Remedy for Professional Development *(Perspectives and Imperatives),* 1 (Winter 1986): 148–157
Garman, Noreen B., Reflection, the Heart of Clinical Supervision: A Modern Rationale for Professional Practice, 2 (Fall 1986): 1–24
Garman, Noreen B., Theories Embedded in the Events of Clinical Supervision: A Hermeneutic Approach, 5 (Spring 1990): 201–213
Garman, Noreen B., Carl D. Glickman, Madeline Hunter, and Nelson L. Haggerson, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177
Gaynor, Alan K., An Open Letter to Thomas J. Sergiovanni, 1 (Summer 1986): 344–345
Gehrke, Nathalie J., Explorations of Teachers' Development of Integrative Curriculums, 6 (Winter 1991): 107–117
Gibboney, Richard A., Just Words: Talking Your Way Past Reform to Educational Renewal, 4 (Spring 1989): 230–245
Gideonse, Hendrik D., Practitioner-oriented Inquiry by Teachers: Meaning, Justification, and Implications for School Structure *(Perspectives and Imperatives),* 4 (Fall 1988): 65–76
Giroux, Henry A., Curriculum Theory, Textual Authority, and the Role of Teachers as Public Intellectuals *(Perspectives and Imperatives),* 5 (Summer 1990): 361–383
Gitlin, Andrew, Educative School Change: Lived Experiences in Horizontal Evaluation, 4 (Summer 1989): 322–339
Glanz, Jeffrey, Beyond Bureaucracy: Notes on the Professionalization of Public School Supervision in the Early 20th Century, 5 (Winter 1990): 150–170
Glanz, Jeffrey, Curriculum Development and Supervision: Antecedents for Collaboration and Future Possibilities, 7 (Spring 1992): 226–244
Glatthorn, Allan A., Outcome-Based Education: Reform and the Curriculum Process *(Perspectives and Imperatives),* 8 (Summer 1993): 354–363
Gleaves Kenneth A., On Education and Psychotherapy: A Response to Schubert's "Curriculum Inspired by Scrooge, or 'A Christmas Carol'", 7 (Winter 1992): 196–208

Glickman, Carl D., Reflections on Facilitating School Improvement: Issues of Value *(Perspectives and Imperatives)*, 6 (Spring 1991): 265–271

Glickman, Carl D., Right Question, Wrong Extrapolation: A Response to Duffy's "Supervising for Results," 6 (Fall 1990): 39–40

Glickman, Carl D., Noreen B. Garman, Madeline Hunter, and Nelson L. Haggerson, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177

Goldenberg, Claude, Kenneth A. Sirotnik, and Jeannie Oakes, Teachers Meet Technology: Computer Courseware Authoring in Schools, 1 (Summer 1986): 316–330

Goldsberry, Lee F., The Reflective Mindscape, 1 (Summer 1986): 347–352

Goodlad, John I., The Wonderful World of Curriculum Inquiry *(A Research Agenda)*, 6 (Winter 1991): 161–166

Goodman, Jesse, The Disenfranchisement of Elementary Teachers and Strategies for Resistance, 3 (Spring 1988): 201–220

Goodson, Ivor F., Subjects for Study *(A Research Agenda)*, 5 (Spring 1990): 260–268

Gordon, Stephen P., Developmental Supervision: An Exploratory Study of a Promising Model, 5 (Summer 1990): 293–307

Gordon, Stephen P., Paradigms, Transitions, and the New Supervision *(Perspectives and Imperatives)*, 8 (Fall 1992): 62–76

Gose, Michael D., Citation Studies: Influential Curriculum Writers *(Are You Doing Inquiry Along These Lines?)*, 1 (Summer 1986): 341–343

Grant, S. G., The California *History–Social Science Framework:* A Study in the De-professionalization of Teachers, 6 (Spring 1991): 213–221

Greene, Maxine, Reflection and Passion in Teaching *(Perspectives and Imperatives)*, 2 (Fall 1986): 68–81

Greene, Myrna L., Teacher Supervision as Professional Development: Does It Work?, 7 (Winter 1991): 131–148

Griffin, Gary A., Clinical Teacher Education *(Monograph Excerpt)*, 2 (Spring 1987): 248–274

Grimmett, Peter P., A Commentary on Schön's View of Reflection *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, 5 (Fall 1989): 19–28

Grimmett, Peter P., The Role of District Supervisors in the Implementation of Peer Coaching, 3 (Fall 1987): 3–28

Grimmett, Peter P., Toward a Practice of Scholarship: Beyond the Private Cold War Metaphor *(Response)*, 5 (Spring 1990): 255–259

Grimmett, Peter P., and Dianne L. Common, Beyond the War of the Worlds: A Consideration of the Estrangement Between Curriculum and Supervision, 7 (Spring 1992): 209–225

Grimmett, Peter P., and E. Patricia Crehan, Barry: A Case Study of Teacher Reflection in Clinical Supervision, 5 (Spring 1990): 214–235

Grove, Richard W., A Comment on Hawkins's Model *(Perspectives and Imperatives)*, 6 (Summer 1991): 370–371

Gundem, Bjørg B., "Vivat Comenius": A Commemorative Essay on Johann Amos Comenius, 1592–1670, 8 (Fall 1992): 43–55

Haberman, Martin, The Legacy of Florence Stratemeyer, Margaret Lindsey, and Dorothy McGeoch: Educating Teachers for a Free People, 6 (Fall 1990): 1–17

Haggerson, Nelson L., Another Contribution to the Discussion: A Response to Hills's "Issues in Research on Instructional Supervision," 7 (Fall 1991): 13–25

Haggerson, Nelson L., Noreen B. Garman, Carl D. Glickman, and Madeline Hunter, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177

Hannay, Lynne M., and Nancy Chism, The Potential of Teacher Transfer in Fostering Professional Development, 3 (Winter 1988): 122–135

Hannay, Lynne M., and Wayne Seller, The Curriculum Leadership Role in Facilitating Curriculum Deliberation, 6 (Summer 1991): 340–357

Harris, Ilene B., A Critique of Schön's Views on Teacher Education: Contributions and Issues *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, 5 (Fall 1989): 13–18

Harris, Ilene B., An Exploration of the Role of Theories in Communication for Guiding Practitioners, 1 (Fall 1985): 27–55

Hart, Charles, An Introduction to Steve Ramsankar of Alex Taylor School, 7 (Summer 1992): 327–333

Hart, Charles, and Steve Ramsankar, Creative Curriculum for an Inner-City: A Case Study of Alex Taylor Community School, 7 (Summer 1992): 334–348

Hawkins, Vincent J., The Social-Reconstructive Wedge: A Model for Restructuring Curriculum *(Perspectives and Imperatives)*, 6 (Summer 1991): 366–369

Hawthorne, Richard D., Analyzing School-based Collaborative Curriculum Decision Making *(Are You Doing Inquiry Along These Lines?)*, 5 (Spring 1990): 279–286

Hazi, Helen M., Measurement versus Supervisory Judgment: The Case of *Sweeney v. Turlington*, 4 (Spring 1989): 211–229

Hazi, Helen M., The Lure of the Business World: A Response to Duffy's "Supervising for Results," 6 (Fall 1990): 45–48

Henderson, James G., Three Personal Challenges Associated with Contingent Pragmatism, 5 (Winter 1990): 171–180

Hillkirk, Keith, The Effects of a Reflective Coaching Project for Veteran Teachers, 7 (Fall 1991): 62–76

Hills, Jean, A Rejoinder to the Haggerson and Scheurich/Lather Responses to My "Issues in Research on Instructional Supervision," 7 (Fall 1991): 31–34

Hills, Jean, Issues in Research on Instructional Supervision: A Contribution to the Discussion, 7 (Fall 1991): 1–12

Holland, Patricia E., A Hermeneutic Perspective on Supervision Scholarship *(Response)*, 5 (Spring 1990): 252–254

Holland, Patricia E., Implicit Assumptions about the Supervisory Conference: A Review and Analysis of Literature, 4 (Summer 1989): 362–379

Holland, Patricia E., Keeping Faith with Cogan: Current Theorizing in a Maturing Practice of Clinical Supervision, 3 (Winter 1988): 97–108

Holland, Patricia E., Reading between the Lines: Exploring the Supervisory Conference through Discourse Analysis *(Are You Doing Inquiry Along These Lines?)*, 4 (Summer 1989): 380–381

Holt, Maurice, The High School Curriculum in the United States and the United Kingdom: Perspectives on Reform and Control *(Perspectives and Imperatives)*, 8 (Winter 1993): 157–173

Honeychurch, Joyce, Language, Cognition, and Learning: Expressive Writing in the Classroom, 5 (Summer 1990): 328–337

Horton-Krüger, Gillian, Karl Frey, Kleoniki Malliou, and Rolf Langeheine, Studies of the Quality of the Curricular Process in the Curriculum Conference, 7 (Fall 1991): 36–61

Howey, Kenneth R., and Nancy L. Zimpher, Adapting Supervisory Practices to Different Orientations of Teaching Competence, 2 (Winter 1987): 101–127

Huber, Tonya, STS: Bonding Humanities and Technology *(Are You Doing Inquiry Along These Lines?)*, 3 (Summer 1988): 344–347

Huber, Tonya, and James F. Nolan, Nurturing the Reflective Practitioner through Instructional Supervision: A Review of the Literature, 4 (Winter 1989): 126–145

Huebner, Dwayne, Notes toward a Framework for Curriculum Inquiry, 6 (Winter 1991): 145–160

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1984, 2 (Fall 1986): 91–98

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1985, 3 (Fall 1987): 75–84

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1986, 4 (Fall 1988): 86–91

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1987, 5 (Fall 1989): 98–105

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1988, 6 (Fall 1990): 77–83

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1989, 7 (Fall 1991): 109–114

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1990, 8 (Fall 1992): 87–94

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1984, 2 (Spring 1987): 290–294

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1985, 3 (Spring 1988): 265–268

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1986, 4 (Spring 1989): 286–290

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1987, 5 (Spring 1990): 287–291

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1988, 6 (Spring 1991): 272–276

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1989, 7 (Spring 1992): 321–325

Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1990, 8 (Spring 1993): 269–274

Huenecke, Dorothy, An Artistic Criticism of Writing to Read, a Computer-based Program for Beginning Readers, 7 (Winter 1991): 170–179

Hunkins, Francis P., Fostering Doubt and Suspicion: Goal of the Curriculum *(Perspectives and Imperatives),* 5 (Fall 1989): 81–90

Hunter, Madeline, Noreen B. Garman, Carl D. Glickman, and Nelson L. Haggerson, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177

Jackson, Philip W., Excerpts from the Introduction to the *Handbook of Research on Curriculum,* 8 (Fall 1992): 2–4

Jardine, David W., "To Dwell with a Boundless Heart": On the Integrated Curriculum and the Recovery of the Earth, 5 (Winter 1990): 107–119

Jewett, Ann E., and Catherine D. Ennis, Ecological Integration as a Value Orientation for Curricular Decision Making, 5 (Winter 1990): 120–131

Kaufman, Barry A., Ecology of Teacher Development *(Are You Doing Inquiry Along These Lines?),* 4 (Fall 1988): 77–85

Kaufman, Johanna W., Donald J. McCarty, and Julie C. Stafford, Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices *(Are You Doing Inquiry Along These Lines?),* 5 (Fall 1989): 91–97

Kennedy, Kerry J., School-based Curriculum Development as a Policy Option for the 1990s: An Australian Perspective, 7 (Winter 1991): 180–195

Kimpston, Richard D., and Douglas H. Anderson, Factors Affecting Teachers' and Principals' Stages of Concern over Carrying Out Benchmark Testing, 3 (Summer 1988): 321–334

Kimpston, Richard D., and Douglas H. Anderson, The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors toward Curriculum Planning, 1 (Winter 1986): 100–110

Kimpston, Richard D., and Karen B. Rogers, The Influence of Prior Perspectives, Differences in Participatory Roles, and Degree of Participation on Views about Curriculum Development: A Case Study, 2 (Spring 1987): 203–220

King, Nancy R., When Educators Study Play in Schools, 1 (Spring 1986): 233–246

King, Scott E., Inquiry into the Hidden Curriculum *(Are You Doing Inquiry Along These Lines?),* 2 (Fall 1986): 82–90

Klein, M. Frances, and John B. Orr, Instruction in Critical Thinking as a Form of Character Education, 6 (Winter 1991): 130–144

Kliebard, Herbert M., A Century of Growing Antagonism in High School–College Relations *(Perspectives and Imperatives),* 3 (Fall 1987): 61–70

Kliebard, Herbert M., Problems of Definition in Curriculum, 5 (Fall 1989): 1–5

Knoff, Howard M., Clinical Supervision, Consultation, and Counseling: A Comparative Analysis for Supervisors and Other Educational Leaders, 3 (Spring 1988): 240–252

Koopman, G. Robert, The Thread of Humanism in the History of American Education, 2 (Spring 1987): 233–247

Kretovics, Joseph R., Kathleen S. Farber, and William D. Armaline, Blowing the Top Off Urban Education: Educational Empowerment and Academic Achievement, 6 (Spring 1991): 222–232

Kridel, Craig, Biographical and Archival Research in Curriculum (*Are You Doing Inquiry Along These Lines?*) 7 (Fall 1991): 100–108

Kridel, Craig, and Laurel N. Tanner, The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary *(Are You Doing Inquiry Along These Lines?),* 3 (Fall 1987): 71–74

Kuiper, Wilmad, and Jan van den Akker, The Implementation of a Social Studies Curriculum, 8 (Summer 1993), 293–305

LaBoskey, Vicki Kubler, From Studio to Classroom—Or Not? *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* 5 (Fall 1989): 29–34

Langeheine, Rolf, Karl Frey, Kleoniki Malliou, and Gillian Horton-Krüger, Stud²es of the Quality of the Curricular Process in the Curriculum Conference, 7 (Fall 1991): 36–61

Lather, Patti, and James Joseph Scheurich, Paradigmatic Compulsions: A Response to Hills's "Issues in Research on Instructional Supervision", 7 (Fall 1991): 26–30

Lemma, Paulette, The Cooperating Teacher as Supervisor: A Case Study, 8 (Summer 1993): 329–342

Lewis, Mary E., Continuation of a Curriculum Innovation: Salient and Alterable Variables, 4 (Fall 1988): 52–64

Macagnoni, Virginia, Mary Bear, and Mary Phillips, Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, 1 (Spring 1986): 255–261

Macagnoni, Virginia, Mary Phillips, and Mary Bear, Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, 1 (Fall 1985): 74–79

McCarty, Donald J., Johanna W. Kaufman, and Julie C. Stafford, Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices *(Are You Doing Inquiry Along These Lines?),* 5 (Fall 1989): 91–97

McCutcheon, Gail, and Donald P. Sanders, The Development of Practical Theories of Teaching, 2 (Fall 1986): 50–67

Macdonald, James B., The Domain of Curriculum, 1 (Spring 1986): 205–214

Macdonald, James B., and David E. Purpel, Curriculum and Planning: Visions and Metaphors, 2 (Winter 1987): 178–192

McGill, Michael V., The Changing Face of Supervision: A Developmental Art *(A Research Agenda),* 6 (Spring 1991): 255–264

McKernan, Jim, Some Limitations of Outcome-Based Education, *(Perspectives and Imperatives*), 8 (Summer 1993), 343–353

McKernan, Jim, The Countenance of Curriculum Action Research: Traditional, Collaborative, and Emancipatory-Critical Conceptions, 3 (Spring 1988): 173–200

MacKinnon, Allan M., Conceptualizing a "Hall of Mirrors" in a Science-Teaching Practicum *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* 5 (Fall 1989): 41–59

MacNaughton, Robert H., and Saundra J. Tracy, Clinical Supervision and the Emerging Conflict Between the Neo-Traditionalists and the Neo-Progressives, 4 (Spring 1989): 246–256

McNergney, Robert F., and Patricia Francis, Clinical Teacher Development Revisited, 1 (Spring 1986): 197–204

Malliou, Kleoniki, Karl Frey, Rolf Langeheine, and Gillian Horton-Krüger, Studies of the Quality of the Curricular Process in the Curriculum Conference, 7 (Fall 1991): 36–61

Marsh, David D., and Valorie Beer, A Non-School Curriculum Model Illustrated in a Museum Setting, 3 (Spring 1988): 221–239

Mathison, Sandra, Implementing Curricular Change through State-mandated Testing: Ethical Issues, 6 (Spring 1991): 201–212

May, Wanda T., and Nancy L. Zimpher, An Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision, 1 (Winter 1986): 83–99

Melnick, Carol R., and William H. Schubert, Study of the "Outside Curriculum" of Students' Lives *(Are You Doing Inquiry Along These Lines?),* 2 (Winter 1987): 200–202

Milburn, Geoffery, Do Curriculum Studies Have a Future? (*Perspectives and Imperatives*), 7 (Spring 1992): 302–318

Miller, Janet L., Women as Teachers: Enlarging Conversations on Gender and Self-Concept, 1 (Winter 1986): 111–121

Miller, John P., Atomism, Pragmatism, Holism, 1 (Spring 1986): 175–196

Mulder, Martin, Deliberation in Curriculum Conferences, 6 (Summer 1991): 277–293

Munby, Hugh, Metaphorical Expressions of Teachers' Practical Curriculum Knowledge, 6 (Fall 1990): 18–30

Munro, Petra M., Supervision: What's Imposition Got to Do with It?, 7 (Fall 1991): 77–89

Nolan, James F., Can Supervisory Practice Embrace Schön's View of Reflective Supervision? *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* 5 (Fall 1989): 35–40

Nolan, James F., and Keith Hillkirk, The Effects of a Reflective Coaching Project for Veteran Teachers, 7 (Fall 1991): 62–76

Nolan, James F., and Tonya Huber, Nurturing the Reflective Practitioner through Instructional Supervision: A Review of the Literature, 4 (Winter 1989): 126–145

Oakes, Jeannie, Kenneth A. Sirotnik, and Claude Goldenberg, Teachers Meet Technology: Computer Courseware Authoring in Schools, 1 (Summer 1986): 316–330

Oberg, Antoinette A., Supervision as a Creative Act *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* 5 (Fall 1989): 60–69

O'Gorman, Robert T., Knowing Is in Action *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* 5 (Fall 1989): 10–12

Okeafor, Karen R. and Marybeth G. Poole, Instructional Supervision and the Avoidance Process, 7 (Summer 1992): 372–392

Okeafor, Karen R., and Marybeth G. Poole, The Effects of Teacher Efficacy and Interactions among Educators on Curriculum Implementation, 4 (Winter 1989): 146–161

Orr, John B., and M. Frances Klein, Instruction in Critical Thinking as a Form of Character Education, 6 (Winter 1991): 130–144

Overly, Norman V., WCCI Research Call *(Are You Doing Inquiry Along These Lines?),* 3 (Winter 1988): 168–171

Overly, Norman V., and Elizabeth Spalding, The Novel as Metaphor for Curriculum and Tool for Curriculum Development, 8 (Winter 1993): 140–156

Pajak, Edward F., Do We Need "Comparative" Supervision? A Response to Duffy's "Supervising for Results," 6 (Fall 1990): 41–44

Pajak, Edward F., Instructional Supervision *(Are You Doing Inquiry Along These Lines?),* 3 (Spring 1988): 263–264

Pajak, Edward F., Psychoanalysis, Teaching, and Supervision, 1 (Winter 1986): 122–131

Passow, A. Harry, Uniformity and Diversity: Curricular and Instructional Issues, 2 (Summer 1987): 342–353

Phillips, Mary, Virginia Macagnoni, and Mary Bear, Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, 1 (Fall 1985): 74–79

Phillips, Mary, Virginia Macagnoni, and Mary Bear, Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, 1 (Spring 1986): 255–261

Pinar, William F., The Reconceptualization of Currriculum Studies, 1987: A Personal Retrospective *(Perspectives and Imperatives),* 3 (Winter 1988): 157–167

Poole, Marybeth G., and Karen R. Okeafor, Instructional Supervision and the Avoidance Process, 7 (Summer 1992): 372–392

Poole, Marybeth G., and Karen R. Okeafor, The Effects of Teacher Efficacy and Interactions among Educators on Curriculum Implementation, 4 (Winter 1989): 146–161

Portelli, John P., On Defining Curriculum *(Perspectives and Imperatives),* 2 (Summer 1987): 354–367

Posner, George J., Making Sense of Diversity: The Current State of Curriculum Research, 4 (Summer 1989): 340–361

Purpel, David E., and James B. Macdonald, Curriculum and Planning: Visions and Metaphors, 2 (Winter 1987): 178–192

Quattrone, David F., Carnegie's Middle School Ideals: Phases of Program Development *(Perspectives and Imperatives),* 6 (Fall 1990): 52–61

Ramsankar, Steve, and Charles Hart, Creative Curriculum for an Inner-City: A Case Study of Alex Taylor Community School, 7 (Summer 1992): 334–348

Raywid, Mary Anne, Charles A. Tesconi, Jr., and Donald R. Warren, Pride and Promise: Schools of Excellence for All the People *(Document Excerpts),* 1 (Winter 1986): 160–170

Reid, William A., The Institutional Context of Curriculum Deliberation *(A Research Agenda),* 4 (Fall 1988): 3–16

Reynolds, William M., Comprehensiveness and Multidimensionality in Synoptic Curriculum Texts *(Perspectives and Imperatives),* 5 (Winter 1990): 189–193

Riner, Phillip S., A Comparison of the Criterion Validity of Principals' Judgements and Teachers' Self-Ratings on a High-Inference Rating Scale, 7 (Winter 1991): 149–169

Roberts, Jo, Face-Threatening Acts and Politeness Theory: Contrasting Speeches from Supervisory Conferences, 7 (Spring 1992): 287–301

Roderick, Jessie A., Dialogue Writing: Context for Reflecting on Self as Teacher and Researcher, 1 (Summer 1986): 305–315

Rogers, Karen B., and Richard D. Kimpston, The Influence of Prior Perspectives, Differences in Participatory Roles, and Degree of Participation on Views about Curriculum Development: A Case Study, 2 (Spring 1987): 203–220

Rogers, Joseph A., Dimensionalism: The Missing Element in American Schooling *(Perspectives and Imperatives),* 1 (Spring 1986): 247–252

Ross, E. Wayne, Institutional Constraints on Curriculum Deliberation, 8 (Winter 1993): 95–111

Rudduck, Jean, Changing the World of the Classroom by Understanding It: A Review of Some Aspects of the Work of Lawrence Stenhouse, 4 (Fall 1988): 30–42

Russell, Tom, Lee A. Turner-Muecke, and Jane Bowyer, Reflection-in-Action: Case Study of a Clinical Supervisor, 2 (Fall 1986): 40–49

Ryan, Alan G., Truth Wrought in Tales: An Exploration of How Case-Study Evaluations Are Received by Those Participating in the Process, 2 (Summer 1987): 330–341

Sabar, Naama, Moshe Silberstein, and Hana Ezer, The Contribution of a Curriculum Coordinator to School Curriculum Development: Two Case Studies, 8 (Summer 1993): 306–328

Sanders, Donald P., and Gail McCutcheon, The Development of Practical Theories of Teaching, 2 (Fall 1986): 50–67

Scheurich, James Joseph, and Patti Lather, Paradigmatic Compulsions: A Response to Hills's "Issues in Research on Instructional Supervision", 7 (Fall 1991): 26–30

Schiro, Michael, Educators' Perceptions of the Changes in Their Curriculum Belief Systems Over Time, 7 (Spring 1992): 250–286

Schön, Donald A., Quotations *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, 5 (Fall 1989): 6–9

Schubert, William H., Curriculum Research Controversy: A Special Case of a General Problem, 1 (Winter 1986): 132–147

Schubert, William H., Teacher Lore: A Neglected Basis for Understanding Curriculum and Supervision *(Are You Doing Inquiry Along These Lines?)*, 4 (Spring 1989): 282–285

Schubert, William H., and Carol R. Melnick, Study of the "Outside Curriculum" of Students' Lives *(Are You Doing Inquiry Along These Lines?)*, 2 (Winter 1987): 200–202

Seller, Wayne, and Lynne M. Hannay, The Curriculum Leadership Role in Facilitating Curriculum Deliberation, 6 (Summer 1991): 340–357

Sergiovanni, Thomas J., An Emerging Scholarship of Practice *(Response)*, 5 (Spring 1990): 247–251

Sergiovanni, Thomas J., Landscapes, Mindscapes, and Reflective Practice in Supervision, 1 (Fall 1985): 5–17

Sergiovanni, Thomas J., Science and Scientism in Supervision and Teaching, 4 (Winter 1989): 93–105

Sergiovanni, Thomas J., Sergiovanni's Reply to Gaynor's Letter, 1 (Summer 1986): 346

Sergiovanni, Thomas J., The Metaphorical Use of Theories and Models in Supervision: Building a Science, 2 (Spring 1987): 221–232

Sergiovanni, Thomas J., Understanding Reflective Practice, 1 (Summer 1986): 353–359

Shaker, Paul, Curriculum Anomaly *(Perspectives and Imperatives)*, 6 (Winter 1991): 167–177

Short, Edmund C., *Are You Doing Inquiry Along These Lines?* 1 (Fall 1985): 72–73

Short, Edmund C., *Are You Doing Inquiry Along These Lines?* 1 (Winter 1986): 158–159

Short, Edmund C., Beginning the Conversation: Critical Analyses of the 1992 *Handbook of Research on Curriculum*, 8 (Fall 1992): 1

Short, Edmund C., Curriculum Credos of Professional Curriculum Associations *(Are You Doing Inquiry Along These Lines?)*, 6 (Winter 1991): 178–182

Short, Edmund C., Setting Priorities in Curriculum Research *(A Research Agenda)*, 6 (Summer 1991): 358–365

Short, Edmund C., Whence Research? Whither the *Journal*? An Editorial, 4 (Fall 1988): 1–2

Silberstein, Moshe, and Miriam Ben-Peretz, The Concept of Teacher Autonomy in Curriculum Materials: An Operative Interpretation, 3 (Fall 1987): 29–44

Silberstein, Moshe, Naama Sabar, and Hana Ezer, The Contribution of a Curriculum Coordinator to School Curriculum Development: Two Case Studies, 8 (Summer 1993): 306–328

Sirotnik, Kenneth A., Claude Goldenberg, and Jeannie Oakes, Teachers Meet Technology: Computer Courseware Authoring in Schools, 1 (Summer 1986): 316–330

Skilbeck, Malcolm, Revitalizing the Core Curriculum, 4 (Spring 1989): 197–210

Smyth, John, A "Critical" Perspective for Clinical Supervision, 3 (Winter 1988): 136–156

Smyth, John, An Alternative Vision and an "Educative" Agenda for Supervision as a Field of Study *(A Research Agenda)*, 4 (Winter 1989): 162–177

Smyth, John, Instructional Supervision and the Redefinition of Who Does It in Schools (*Perspectives and Imperatives*), 7 (Fall 1991): 90–99

Smyth, W. John, Clinical Supervision: Technocratic Mindedness, or Emancipatory Learning, 1 (Summer 1986): 331–340

Sosniak, Lauren A., The Subject Matters as Curricular Categories: A Critique of Part 4 of the *Handbook,* "Topics and Issues Within Curricular Categories," 8 (Fall 1992): 20–27

Spalding, Elizabeth, and Norman V. Overly, The Novel as Metaphor for Curriculum and Tool for Curriculum Development, 8 (Winter 1993): 140–156

Stafford, Julie C., Donald J. McCarty, and Johanna W. Kaufman, Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices *(Are You Doing Inquiry Along These Lines?),* 5 (Fall 1989): 91–97

Stake, Robert E., An Evaluator's Review of Part 3 of the *Handbook,* "The Curriculum as a Shaping Force," 8 (Fall 1992): 16–19

Stark, Sheila, Toward an Understanding of the Beginning-Teacher Experience: Curricular Insights for Teacher Education, 6 (Summer 1991): 294–311

Starratt, Robert J., After Supervision *(Perspectives and Imperatives),* 8 (Fall 1992): 77–86

Starratt, Robert J., Knowing at the Level of Sympathy: A Curriculum Challenge *(Perspectives and Imperatives),* 4 (Spring 1989): 271–281

Stenhouse, Lawrence, Artistry and Teaching: The Teacher as Focus of Research and Development, 4 (Fall 1988): 43–51

Stinson, Susan W., Meaning and Value: Reflections on What Students Say About School, 8 (Spring 1993): 216–238

Tanner, Laurel N., and Craig Kridel, The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary *(Are You Doing Inquiry Along These Lines?),* 3 (Fall 1987): 71–74

Tesconi, Charles A., Jr., Donald R. Warren, and Mary Anne Raywid, Pride and Promise: Schools of Excellence for All the People *(Document Excerpts),* 1 (Winter 1986): 160–170

Thornton, Stephen J., Curriculum Consonance in United States History Classrooms, 3 (Summer 1988): 308–320

Tierney, William G., and William E. Toombs, Curriculum Definitions and Reference Points, 8 (Spring 1993): 175–195

Toombs, William E., and William G. Tierney, Curriculum Definitions and Reference Points, 8 (Spring 1993): 175–195

Tracy, Saundra J., and Robert H. MacNaughton, Clinical Supervision and the Emerging Conflict between the Neo-Traditionalists and the Neo-Progressives, 4 (Spring 1989): 246–256

Trumbull, Deborah J., On Changing Perspective: An Examination of Teachers' Dilemmas, 3 (Fall 1987): 45–60

Turner-Muecke, Lee A., Tom Russell, and Jane Bowyer, Reflection-in-Action: Case Study of a Clinical Supervisor, 2 (Fall 1986): 40–49

Vallance, Elizabeth, How Curriculum Is Studied: Review and Comments on Part 1 of the *Handbook,* "Conceptual and Methodological Perspectives," 8 (Fall 1992): 5–9

van den Akker, Jan, and Wilmad Kuiper, The Implementation of a Social Studies Curriculum, 8 (Summer 1993): 293–305

van den Brink, Gert J., Guidelines for the Development of National Attainment Targets: An Overview of Experiences from the Netherlands, 8 (Spring 1993): 196–215

Waite, Duncan, Supervisors' Talk: Making Sense of Conferences from an Anthropological Linguistic Perspective, 7 (Summer 1992): 349–371

Warren, Donald R., Charles A. Tesconi, Jr., and Mary Anne Raywid, Pride and Promise: Schools of Excellence for All the People *(Document Excerpts),* 1 (Winter 1986): 160–170

Webb, Clark D., Ordering Metacognition Studies *(Are You Doing Inquiry Along These Lines?),* 1 (Spring 1986): 253–254

White, Jane J., The Power of Politeness in the Classroom: Cultural Codes That Create and Constrain Knowledge Construction, 4 (Summer 1989): 298–321

Wraga, William G., School Choice and the Comprehensive Ideal, 8 (Fall 1992): 28–42

Young, Jean Helen, Collaborative Curriculum Development: Is It Happening at the School Level?, 8 (Spring 1993): 239–254

Young, Jean Helen, Curriculum Implementation: An Organizational Perspective, 5 (Winter 1990): 132–149

Young, Jean Helen, Teacher Participation in Curriculum Development: What Status Does It Have? 3 (Winter 1988): 109–121

Zahorik, John A., Good Teaching and Supervision *(Perspectives and Imperatives),* 7 (Summer 1992): 393–404

Zahorik, John A., Teaching: Rules, Research, Beauty, and Creation *(Perspectives and Imperatives),* 2 (Spring 1987): 275–284

Zimpher, Nancy L., and Kenneth R. Howey, Adapting Supervisory Practices to Different Orientations of Teaching Competence, 2 (Winter 1987): 101–127

Zimpher, Nancy L., and Wanda T. May, An Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision, 1 (Winter 1986): 83–99

Title Index

Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, Virginia Macagnoni, Mary Phillips, and Mary Bear, 1 (Fall 1985): 74–79

Abstracts of Selected Doctoral Dissertations in Curriculum: 1984, Dorothy Huenecke, 2 (Fall 1986): 91–98

Abstracts of Selected Doctoral Dissertations in Curriculum: 1985, Dorothy Huenecke, 3 (Fall 1987): 75–84

Abstracts of Selected Doctoral Dissertations in Curriculum: 1986, Dorothy Huenecke, 4 (Fall 1988): 86–91

Abstracts of Selected Doctoral Dissertations in Curriculum: 1987, Dorothy Huenecke, 5 (Fall 1989): 98–105

Abstracts of Selected Doctoral Dissertations in Curriculum: 1988, Dorothy Huenecke, 6 (Fall 1990): 77–83

Abstracts of Selected Doctoral Dissertations in Curriculum: 1989, Dorothy Huenecke, 7 (Fall 1991): 109–114

Abstracts of Selected Doctoral Dissertations in Curriculum: 1990, Dorothy Huenecke, 8 (Fall 1992): 87–94

Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, Virginia Macagnoni, Mary Bear, and Mary Phillips, 1 (Spring 1986): 255–261

Abstracts of Selected Doctoral Dissertations in Supervision: 1984, Dorothy Huenecke, 2 (Spring 1987): 290–294

Abstracts of Selected Doctoral Dissertations in Supervision: 1985, Dorothy Huenecke, 3 (Spring 1988): 265–268

Abstracts of Selected Doctoral Dissertations in Supervision: 1986, Dorothy Huenecke, 4 (Spring 1989): 286–290

Abstracts of Selected Doctoral Dissertations in Supervision: 1987, Dorothy Huenecke, 5 (Spring 1990): 287–291

Abstracts of Selected Doctoral Dissertations in Supervision: 1988, Dorothy Huenecke, 6 (Spring 1991): 272–276

Abstracts of Selected Doctoral Dissertations in Supervision: 1989, Dorothy Huenecke, 7 (Spring 1992): 321–325

Abstracts of Selected Doctoral Dissertations in Supervision: 1990, Dorothy Huenecke, 8 (Spring 1993): 269–286

Adapting Supervisory Practices to Different Orientations of Teaching Competence, Nancy L. Zimpher and Kenneth R. Howey, 2 (Winter 1987): 101–127

After Supervision *(Perspectives and Imperatives)*, Robert J. Starratt, 8 (Fall 1992): 77–86

An Alternative Vision and an "Educative" Agenda for Supervision as a Field of Study *(A Research Agenda)*, John Smyth, 4 (Winter 1989): 162–177

The American School Curriculum Goes to War, 1941–1945: Oversight, Neglect, and Discovery, O. L. Davis, Jr., 8 (Winter 1993): 112–127

Analyzing School-based Collaborative Curriculum Decision Making *(Are You Doing Inquiry Along These Lines?)*, Richard D. Hawthorne, 5 (Spring 1990): 279–286

Another Contribution to the Discussion: A Response to Hills's "Issues in Research on Instructional Supervision," Nelson L. Haggerson, 7 (Fall 1991): 13–25

Are You Doing Inquiry Along These Lines? Edmund C. Short, 1 (Fall 1985): 72–73

Are You Doing Inquiry Along These Lines? Edmund C. Short, 1 (Winter 1986): 158–159

Are You Doing Inquiry Along These Lines? Analyzing School-based Collaborative Curriculum Decision Making, Richard D. Hawthorne, 5 (Spring 1990): 279–286

Are You Doing Inquiry Along These Lines? Biographical and Archival Research in Curriculum, Craig Kridel, 7 (Fall 1991): 100–108

Are You Doing Inquiry Along These Lines? Citation Studies: Influential Curriculum Writers, Michael D. Gose, 1 (Summer 1986): 341–343

Are You Doing Inquiry Along These Lines? Curriculum Credos of Professional Curriculum Associations, Edmund C. Short, 6 (Winter 1991): 178–182

Are You Doing Inquiry Along These Lines? Describing Curriculum Development from the Inside Out, Glen Fielding, 4 (Winter 1989): 187–196

Are You Doing Inquiry Along These Lines? Ecology of Teacher Development, Barry A. Kaufman, 4 (Fall 1988): 77–85

Are You Doing Inquiry Along These Lines? Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices, Donald J. McCarty, Johanna W. Kaufman, and Julie C. Stafford, 5 (Fall 1989): 91–97

Are You Doing Inquiry Along These Lines? Inquiry into the Hidden Curriculum, Scott E. King, 2 (Fall 1986): 82–90

Are You Doing Inquiry Along These Lines? Instructional Supervision, Edward F. Pajak, 3 (Spring 1988): 263–264

Are You Doing Inquiry Along These Lines? National Curriculum Standards: A Call for Papers, Editorial Board, *Journal of Curriculum and Supervision* 7 (Spring 1992): 319–320

Are You Doing Inquiry Along These Lines? The Need for Better Ethical Guidelines for Conducting and Reporting Research, Sonja Brobeck, 5 (Winter 1990): 194–200

Are You Doing Inquiry Along These Lines? Ordering Metacognition Studies, Clark D. Webb, 1 (Spring 1986): 253–254

Are You Doing Inquiry Along These Lines? Reading between the Lines: Exploring the Supervisory Conference through Discourse Analysis, Patricia E. Holland, 4 (Summer 1989): 380–381

Are You Doing Inquiry Along These Lines? STS: Bonding Humanities and Technology, Tonya Huber, 3 (Summer 1988): 344–347

Are You Doing Inquiry Along These Lines? Study of the "Outside Curriculum" of Students' Lives, William H. Schubert and Carol R. Melnick, 2 (Winter 1987): 200–202

Are You Doing Inquiry Along These Lines? Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model, Ralph Fessler and Peter J. Burke, 2 (Summer 1987): 381–389

Are You Doing Inquiry Along These Lines? Teacher Lore: A Neglected Basis for Understanding Curriculum and Supervision, William H. Schubert, 4 (Spring 1989): 282–285

Are You Doing Inquiry Along These Lines? The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary, Craig Kridel and Laurel N. Tanner, 3 (Fall 1987): 71–74

Are You Doing Inquiry Along These Lines? The Use of Concept Maps to Represent Unique Thought Processes: Toward More Meaningful Learning, David Cohen, 2 (Spring 1987): 285–289

Are You Doing Inquiry Along These Lines? WCCI Research Call, Norman V. Overly, 3 (Winter 1988): 168–171

An Artistic Criticism of Writing to Read, a Computer-Based Program for Beginning Readers, Dorothy Huenecke, 7 (Winter 1991): 170–179

Artistry and Teaching: The Teacher as Focus of Research and Development, Lawrence Stenhouse, 4 (Fall 1988): 43–51

Atomism, Pragmatism, Holism, John P. Miller, 1 (Spring 1986): 175–196

Barry: A Case Study of Teacher Reflection in Clinical Supervision, Peter P. Grimmett and E. Patricia Crehan, 5 (Spring 1990): 214–235

Beginning the Conversation: Critical Analyses of the 1992 *Handbook of Research on Curriculum,* Edmund C. Short, 8 (Fall 1992): 1

Beyond Bureaucracy: Notes on the Professionalization of Public School Supervision in the Early 20th Century, Jeffrey Glanz, 5 (Winter 1990): 150–170

Beyond the War of the Worlds: A Consideration of the Estrangement Between Curriculum and Supervision, Dianne L. Common and Peter P. Grimmett, 7 (Spring 1992): 209–225

Biographical and Archival Research in Curriculum *(Are You Doing Inquiry Along These Lines?),* Craig Kridel, 7 (Fall 1991): 100–108

Blowing the Top Off Urban Education: Educational Empowerment and Academic Achievement, Joseph R. Kretovics, Kathleen S. Farber, and William D. Armaline, 6 (Spring 1991): 222–232

The California *History–Social Science Framework:* A Study in the De-professionalization of Teachers, S. G. Grant, 6 (Spring 1991): 213–221

Can Supervisory Practice Embrace Schön's View of Reflective Supervision? *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* James F. Nolan, 5 (Fall 1989): 35–40

Carnegie's Middle School Ideals: Phases of Program Development *(Perspectives and Imperatives),* David F. Quattrone, 6 (Fall 1990): 52–61

A Century of Growing Antagonism in High School–College Relations *(Perspectives and Imperatives),* Herbert M. Kliebard, 3 (Fall 1987): 61–70

The Changing Face of Supervision: A Developmental Art *(A Research Agenda),* Michael V. McGill, 6 (Spring 1991): 255–264

Changing Research Perspectives: A Critical Study of Elliot Eisner, 4 (Winter 1989): 106–125

Changing the World of the Classroom by Understanding It: A Review of Some Aspects of the Work of Lawrence Stenhouse, Jean Rudduck, 4 (Fall 1988): 30–42
Citation Studies: Influential Curriculum Writers *(Are You Doing Inquiry Along These Lines?)*, Michael D. Gose, 1 (Summer 1986): 341–343
Clinical Supervision and the Emerging Conflict between the Neo-Traditionalists and the Neo-Progressives, Saundra J. Tracy and Robert H. MacNaughton, 4 (Spring 1989): 246–256
Clinical Supervision, Consultation, and Counseling: A Comparative Analysis for Supervisors and Other Educational Leaders, Howard M. Knoff, 3 (Spring 1988): 240–252
Clinical Supervision: Quackery or Remedy for Professional Development *(Perspectives and Imperatives)*, Noreen B. Garman, 1 (Winter 1986): 148–157
Clinical Supervision: Technocratic Mindedness, or Emancipatory Learning, W. John Smyth, 1 (Summer 1986): 331–340
Clinical Teacher Development Revisited, Robert F. McNergney and Patricia Francis, 1 (Spring 1986): 197–204
Clinical Teacher Education *(Monograph Excerpt)*, Gary A. Griffin, 2 (Spring 1987): 248–274
Collaborative Curriculum Development: Is It Happening at the School Level?, Jean Helen Young, 8 (Spring 1993): 239–254
Comenius at the AERA, Kieran Egan, 8 (Fall 1992): 56–61
A Commentary on Schön's View of Reflection *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, Peter P. Grimmett, 5 (Fall 1989): 19–28
A Comment on Hawkins's Model *(Perspectives and Imperatives)*, Richard W. Grove, 6 (Summer 1991): 370–371
Comment: Toward a Scholarship of Practice, Arthur Blumberg, 5 (Spring 1990): 236–243
A Comparison of the Criterion Validity of Principals' Judgements and Teachers' Self-Ratings on a High-Inference Rating Scale, Phillip S. Riner, 7 (Winter 1991): 149–169
Comprehensiveness and Multidimensionality in Synoptic Curriculum Texts *(Perspectives and Imperatives)*, William M. Reynolds, 5 (Winter 1990): 189–193
The Concept of Teacher Autonomy in Curriculum Materials: An Operative Interpretation, Moshe Silberstein and Miriam Ben-Peretz, 3 (Fall 1987): 29–44
Conceptual Frameworks as a Foundation for the Study of Operational Curriculum, Catherine D. Ennis, 2 (Fall 1986): 25–39
Conceptualizing a "Hall of Mirrors" in a Science-Teaching Practicum *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, Allan M. MacKinnon, 5 (Fall 1989): 41–59
Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, Noreen B. Garman, Carl D. Glickman, Madeline Hunter, and Nelson L. Haggerson, 2 (Winter 1987): 152–177
Continuation of a Curriculum Innovation: Salient and Alterable Variables, Mary E. Lewis, 4 (Fall 1988): 52–64
The Contribution of a Curriculum Coordinator to School Curriculum Development: Two Case Studies, Naama Sabar, Moshe Silberstein, and Hana Ezer, 8 (Summer 1993): 306–328
The Cooperating Teacher as Supervisor: A Case Study, Paulette Lemma, 8 (Summer 1993): 329–342
The Countenance of Curriculum Action Research: Traditional, Collaborative, and Emancipatory-Critical Conceptions, Jim McKernan, 3 (Spring 1988): 173–200
Creative Curriculum Development and Practice *(A Development Agenda)*, Elliot W. Eisner, 6 (Fall 1990): 62–73
Creative Curriculum for an Inner-City: A Case Study of Alex Taylor Community School, Steve Ramsankar and Charles Hart, 7 (Spring 1992): 334–348
A "Critical" Perspective for Clinical Supervision, John Smyth, 3 (Winter 1988): 136–156
Critical Theory and the Art of Teaching: Landon E. Beyer, 1 (Spring 1986): 221–232
A Critique of Schön's Views on Teacher Education: Contributions and Issues *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, Ilene B. Harris, 5 (Fall 1989): 13–18
Curriculum and Planning: Visions and Metaphors, James B. Macdonald and David E. Purpel, 2 (Winter 1987): 178–192
Curriculum Anomaly *(Perspectives and Imperatives)*, Paul Shaker, 6 (Winter 1991): 167–177
Curriculum Consonance in United States History Classrooms, Stephen J. Thornton, 3 (Summer 1988): 308–320

Curriculum Credos of Professional Curriculum Associations *(Are You Doing Inquiry Along These Lines?),* Edmund C. Short, 6 (Winter 1991): 178–182
Curriculum Definitions and Reference Points, William E. Toombs and William G. Tierney, 8 (Spring 1993): 175–195
Curriculum Development and Supervision: Antecedents for Collaboration and Future Possibilities, Jeffrey Glanz, 7 (Spring 1992): 226–244
Curriculum Implementation: An Organizational Perspective, Jean Helen Young, 5 (Winter 1990): 132–149
Curriculum in and out of Context, Catherine Cornbleth, 3 (Winter 1988): 85–96
The Curriculum Leadership Role in Facilitating Curriculum Deliberation, Lynne M. Hannay and Wayne Seller, 6 (Summer 1991): 340–357
The Curriculum Matrix: Transcendence and Mathematics, Arthur W. Foshay, 6 (Summer 1991): 277–293
Curriculum Possibilities in a "Post"-Future, William E. Doll, Jr., 8 (Summer 1993): 277–292
Curriculum Research Controversy: A Special Case of a General Problem, William H. Schubert, 1 (Winter 1986): 132–147
Curriculum Theory, Textual Authority, and the Role of Teachers as Public Intellectuals *(Perspectives and Imperatives),* Henry A. Giroux, 5 (Summer 1990): 361–383
Deliberation in Curriculum Conferences, Martin Mulder, 6 (Summer 1991): 325–339
The Deliberative Process: An Analysis from Three Perspectives, Elaine Atkins, 1 (Summer 1986): 265–293
Describing Curriculum Development from the Inside Out *(Are You Doing Inquiry Along These Lines?),* Glen Fielding, 4 (Winter 1989): 187–196
A Development Agenda: Creative Curriculum Development and Practice, Elliot W. Eisner, 6 (Fall 1990): 62–73
Developmental Supervision: An Exploratory Study of a Promising Model, Stephen P. Gordon, 5 (Summer 1990): 293–307
The Development of Practical Theories of Teaching, Donald P. Sanders and Gail McCutcheon, 2 (Fall 1986): 50–67
Dialogue Writing: Context for Reflecting on Self as Teacher and Researcher, Jessie A. Roderick, 1 (Summer 1986): 305–315
Dimensionalism: The Missing Element in American Schooling *(Perspectives and Imperatives),* Joseph A. Rogers, 1 (Spring 1986): 247–252
The Disenfranchisement of Elementary Teachers and Strategies for Resistance, Jesse Goodman, 3 (Spring 1988): 201–220
Document Excerpts: Pride and Promise: Schools of Excellence for All the People, Charles A. Tesconi, Jr., Donald R. Warren, and Mary Anne Raywid, 1 (Winter 1986): 160–170
Do Curriculum Studies Have a Future? *(Perspectives and Imperatives),* Geoffery Milburn, 7 (Spring 1992): 302–318
Does a Community of Scholars in Supervision Exist? Frances S. Bolin, 3 (Summer 1988): 296–307
The Domain of Curriculum, James B. Macdonald, 1 (Spring 1986): 205–214
Do We Need "Comparative" Supervision? A Response to Duffy's "Supervising for Results," Edward F. Pajak, 6 (Fall 1990): 41–44
Ecological Integration as a Value Orientation for Curricular Decision Making, Ann E. Jewett and Catherine D. Ennis, 5 (Winter 1990): 120–131
Ecology of Teacher Development *(Are You Doing Inquiry Along These Lines?),* 4 (Fall 1988): 77–85
Education in an Era of High Unemployment: A Curricular Response *(Perspectives and Imperatives),* Don Dawson, 2 (Winter 1987): 193–199
Educative School Change: Lived Experiences in Horizontal Evaluation, Andrew Gitlin, 4 (Summer 1989): 322–339
Educators' Perceptions of the Changes in Their Curriculum Belief Systems Over Time, Michael Schiro, 7 (Spring 1992): 250–286
The Effects of a Reflective Coaching Project for Veteran Teachers, James F. Nolan and Keith Hillkirk, 7 (Fall 1991): 62–76
The Effects of Teacher Efficacy and Interactions among Educators on Curriculum Implementation, Marybeth G. Poole and Karen R. Okeafor, 4 (Winter 1989): 146–161
An Emerging Scholarship of Practice *(Response),* Thomas J. Sergiovanni, 5 (Spring 1990): 247–251
Estrangement Between Curriculum and Supervision: Personal Observations on the Current Scene, Consulting Editors, *Journal of Curriculum and Supervision,* 7 (Spring 1992): 245–249
An Evaluator's Review of Part 3 of the *Handbook,* "The Curriculum as a Shaping Force," Robert E. Stake, 8 (Fall 1992): 16–19

An Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision, Wanda T. May and Nancy L. Zimpher, 1 (Winter 1986): 83–99
Excerpts from the Introduction to the *Handbook of Research on Curriculum*, Philip W. Jackson, 8 (Fall 1992): 2–4
An Exploration of the Role of Theories in Communication for Guiding Practitioners, Ilene B. Harris, 1 (Fall 1985): 27–55
Explorations of Teachers' Development of Integrative Curriculums, Nathalie J. Gehrke, 6 (Winter 1991): 107–117
Exploring the Influences on Teacher-initiated Changes in Curriculum and Instructional Practices *(Are You Doing Inquiry Along These Lines?)*, Donald J. McCarty, Johanna W. Kaufman, and Julie C. Stafford, 5 (Fall 1989): 91–97
Face-Threatening Acts and Politeness Theory: Contrasting Speeches for Supervisory Conferences, Jo Roberts, 7 (Spring 1992): 287–301
Factors Affecting Teachers' and Principals' Stages of Concern over Carrying Out Benchmark Testing, Richard D. Kimpston and Douglas H. Anderson, 3 (Summer 1988): 321–334
Fostering Doubt and Suspicion: Goal of the Curriculum *(Perspectives and Imperatives)*, Francis P. Hunkins, 5 (Fall 1989): 81–90
From Competing Paradigms to Final Consensus: A Case Study of the Deliberations of a Conflict-Prone Curriculum Group, Elaine Atkins, 5 (Summer 1990): 308–327
From Studio to Classroom—Or Not? *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, Vicki Kubler LaBoskey, 5 (Fall 1989): 29–34
Good Teaching and Supervision *(Perspectives and Imperatives)*, John A. Zahorik, 7 (Summer 1992): 393–404
Growth in Teachers' Curriculum Knowledge through the Process of Curriculum Analysis, Tamar Ariav, 6 (Spring 1991): 183–200
Guidelines for the Development of National Attainment Targets: An Overview of Experiences from the Netherlands, Gert J. van den Brink, 8 (Spring 1993): 196–215
A Hermeneutic Perspective on Supervision Scholarship *(Response)*, Patricia E. Holland, 5 (Spring 1990): 252–254
The High School Curriculum in the United States and the United Kingdom: Perspectives on Reform and Control *(Perspectives and Imperatives)*, Maurice Holt, 8 (Winter 1993): 157–173
How Curriculum Is Studied: Review and Comments on Part 1 of the *Handbook*, "Conceptual and Methodological Perspectives," Elizabeth Vallance, 8 (Fall 1992): 5–9
Imagination, Rigor, and Caring: One Framework for Educational Reform *(Perspectives and Imperatives)*, Renée M. B. Brimfield, 3 (Spring 1988): 253–262
The Implementation of a Social Studies Curriculum, Jan van den Akker and Wilmad Kuiper, 8 (Summer 1993): 293–305
Implementing Curricular Change through State-mandated Testing: Ethical Issues, Sandra Mathison, 6 (Spring 1991): 201–212
Implicit Assumptions about the Supervisory Conference: A Review and Analysis of Literature, Patricia E. Holland, 4 (Summer 1989): 362–379
In Defense of an Effective Manager: A Response to Glickman, Pajak, and Hazi, Francis M. Duffy, 6 (Fall 1990): 49–51
The Influence of Prior Perspectives, Differences in Participatory Roles, and Degree of Participation on Views about Curriculum Development: A Case Study, Richard D. Kimpston and Karen B. Rogers, 2 (Spring 1987): 203–220
Inquiry into Schooling: Diverse Perspectives, D. Jean Clandinin and F. Michael Connelly, 2 (Summer 1987): 295–313
Inquiry into the Hidden Curriculum *(Are You Doing Inquiry Along These Lines?)*, Scott E. King, 2 (Fall 1986): 82–90
Institutional Constraints on Curriculum Deliberation, E. Wayne Ross, 8 (Winter 1993): 95–111
The Institutional Context of Curriculum Deliberation *(A Research Agenda)*, William A. Reid, 4 (Fall 1988): 3–16
Instructional Supervision and the Avoidance Process, Karen R. Okeafor and Marybeth G. Poole, 7 (Summer 1992): 372–392
Instructional Supervision and the Redefinition of Who Does It in Schools *(Perspectives and Imperatives)*, John Smyth, 7 (Fall 1991): 90–99
Instructional Supervision *(Are You Doing Inquiry Along These Lines?)*, Edward F. Pajak, 3 (Spring 1988): 263–264
Instruction in Critical Thinking as a Form of Character Education, John B. Orr and M. Frances Klein, 6 (Winter 1991): 130–144
An Introduction to Steve Ramsankar of Alex Taylor School, Charles Hart, 7 (Summer 1992): 327–333

Issues in Research on Instructional Supervision: A Contribution to the Discussion, Jean Hills, 7 (Fall 1991): 1–12
James B. Macdonald: A Bibliography, Dale L. Brubaker, with Gayle Brookbank, 1 (Spring 1986): 215–220
Just Words: Talking Your Way Past Reform to Educational Renewal, Richard A. Gibboney, 4 (Spring 1989): 230–245
Keeping Faith with Cogan: Current Theorizing in a Maturing Practice of Clinical Supervision, Patricia E. Holland, 3 (Winter 1988) 97–108
Knowing at the Level of Sympathy: A Curriculum Challenge *(Perspectives and Imperatives)*, Robert J. Starratt, 4 (Spring 1989): 271–281
Knowing Is in Action *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations)*, Robert T. O'Gorman, 5 (Fall 1989): 10–12
Landscapes, Mindscapes, and Reflective Practice in Supervision, Thomas J. Sergiovanni, 1 (Fall 1985): 5–17
Language, Cognition, and Learning: Expressive Writing in the Classroom, Joyce Honeychurch, 5 (Summer 1990): 328–337
The Legacy of Florence Stratemeyer, Margaret Lindsey, and Dorothy McGeoch: Educating Teachers for a Free People, Martin Haberman, 6 (Fall 1990): 1–17
Legitimating Lived Curriculum: Towards a Curricular Landscape of Multiplicity, Ted T. Aoki, 8 (Spring 1993): 255–268
The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors toward Curriculum Planning, Richard D. Kimpston and Douglas H. Anderson, 1 (Winter 1986): 100–110
Looking at Part 2 of the *Handbook*, "How the Curriculum Is Shaped," Catherine Cornbleth, 8 (Fall 1992): 10–15
The Lure of the Business World: A Response to Duffy's "Supervising for Results," Helen M. Hazi, 6 (Fall 1990): 45–48
Making Sense of Diversity: The Current State of Curriculum Research, George J. Posner, 4 (Summer 1989): 340–361
Making Sense out of Curriculum Research: Some Formative Notes and an Exploratory Model *(A Research Agenda)*, Donald R. Chipley, 5 (Fall 1989): 70–80
Management Practices: A Profile of District-Level Supervisory Activity on One School District, John H. Fitzgerald, 8 (Winter 1993): 128–139
Meaning and Value: Reflections on What Students Say About School, Susan W. Stinson, 8 (Spring 1993): 216–238
Measurement versus Supervisory Judgment: The Case of *Sweeney V. Turlington*, Helen M. Hazi, 4 (Spring 1989): 211–229
Metaphorical Expressions of Teachers' Practical Curriculum Knowledge, Hugh Munby, 6 (Fall 1990): 18–30
The Metaphorical Use of Theories and Models in Supervision: Building a Science, Thomas J. Sergiovanni, 2 (Spring 1987): 221–232
Monograph Excerpt: Clinical Teacher Evaluation, Gary A. Griffin, 2 (Spring 1987): 248–274
More Than 10,000 Teachers: Hollis L. Caswell and the Virginia Curriculum Revision Program, Lynn M. Burlbaw, 6 (Spring 1991): 233–254
National Curriculum Standards: A Call for Papers (*Are You Doing Inquiry Along These Lines?*) Editorial Board, *Journal of Curriculum and Supervision*, 7 (Spring 1992): 319–320
The Need for Better Ethical Guidelines for Conducting and Reporting Research *(Are You Doing Inquiry Along These Lines?)*, Sonja Brobeck, 5 (Winter 1990): 194–200
New Incentives for Public School–Higher Education Partnerships *(Perspectives and Imperatives)*, Russell M. Agne and Edward R. Ducharme, 3 (Summer 1988): 335–343
A Non-School Curriculum Model Illustrated in a Museum Setting, Valorie Beer and David D. Marsh, 3 (Spring 1988): 221–239
Notes Toward a Framework for Curriculum Inquiry, Dwayne Huebner, 6 (Winter 1991): 145–160
The Novel as Metaphor for Curriculum and Tool for Curriculum Development, Norman V. Overly and Elizabeth Spalding, 8 (Winter 1993): 140–156
Nurturing the Reflective Practitioner through Instructional Supervision: A Review of the Literature, James F. Nolan and Tonya Huber, 4 (Winter 1989): 126–145
On Changing Perspective: An Examination of Teachers' Dilemmas, Deborah J. Trumbull, 3 (Fall 1987): 45–60
On Defining Curriculum *(Perspectives and Imperatives)*, John P. Portelli, 2 (Summer 1987): 354–367
On Defining Supervision *(Perspectives and Imperatives)*, Frances S. Bolin, 2 (Summer 1987): 368–380
On Education and Psychotherapy: A Response to Schubert's "Curriculum Inspired by Scrooge, or 'A Christmas Carol'" (*Perspectives and Imperatives*), Kenneth A. Gleaves, 7 (Winter 1991): 196–208

An Open Letter to Thomas J. Sergiovanni, Alan K. Gaynor, 1 (Summer 1986): 344–345
Ordering Metacognition Studies *(Are You Doing Inquiry Along These Lines?),* Clark D. Webb, 1 (Spring 1986): 253–254
Paradigms, Transitions, and the New Supervision *(Perspectives and Imperatives,* Stephen P. Gordon, 8 (Fall 1992): 62–76
Paradigmatic Compulsions: A Response to Hills's "Issues in Research on Instructional Supervision," Patti Lather and James Joseph Scheurich, 7 (Fall 1991): 26–30
Perspectives and Imperatives: A Century of Growing Antagonism in High School–College Relations, Herbert M. Kliebard, 3 (Fall 1987): 61–70
Perspectives and Imperatives: A Comment on Hawkins's Model, Richard W. Grove, 6 (Summer 1991): 370–371
Perspectives and Imperatives: After Supervision, Robert J. Starratt, 8 (Fall 1992): 77–86
Perspectives and Imperatives: A Wedge Is Still Missing: Reactions to Hawkins, Brenda Benson-Burrell, 6 (Summer 1991): 372
Perspectives and Imperatives: Carnegie's Middle School Ideals: Phases of Program Development, David F. Quattrone, 6 (Fall 1990): 52–61
Perspectives and Imperatives: Clinical Supervision: Quackery or Remedy for Professional Development, Noreen B. Garman, 1 (Winter 1986): 148–157
Perspectives and Imperatives: Clinical Supervision: Technocratic Mindedness, or Emancipatory Learning, W. John Smyth, 1 (Summer 1986): 331–340
Perspectives and Imperatives: Comprehensiveness and Multidimensionality in Synoptic Curriculum Texts, William M. Reynolds, 5 (Winter 1990): 189–193
Perspectives and Imperatives: Curriculum Anomaly, Paul Shaker, 6 (Winter 1991): 167–177
Perspectives and Imperatives: Curriculum Theory, Textual Authority, and the Role of Teachers as Public Intellectuals, Henry A. Giroux, 5 (Summer 1990): 361–383
Perspectives and Imperatives: Dimensionalism: The Missing Element in American Schooling, Joseph A. Rogers, 1 (Spring 1986): 247–252
Perspectives and Imperatives: Do Curriculum Studies Have a Future? Geoffery Milburn, 7 (Spring 1992): 302–318
Perspectives and Imperatives: Education in an Era of High Unemployment: A Curricular Response, Don Dawson, 2 (Winter 1987): 193–199
Perspectives and Imperatives: Fostering Doubt and Suspicion: Goal of the Curriculum, Francis P. Hunkins, 5 (Fall 1989): 81–90
Perspectives and Imperatives: Good Teaching and Supervision, John A. Zahorik, 7 (Summer 1992): 393–404
Perspectives and Imperatives: Imagination, Rigor, and Caring: One Framework for Educational Reform, Renée M. B. Brimfield, 3 (Spring 1988): 253–262
Perspectives and Imperatives: Instructional Supervision and the Redefinition of Who Does It in Schools, John Smyth, 7 (Fall 1991): 90–99
Perspectives and Imperatives: Knowing at the Level of Sympathy: A Curriculum Challenge, Robert J. Starratt, 4 (Spring 1989): 271–281
Perspectives and Imperatives: New Incentives for Public School–Higher Education Partnerships, Russell M. Agne and Edward R. Ducharme, 3 (Summer 1988): 335–343
Perspectives and Imperatives: On Defining Curriculum, John P. Portelli, 2 (Summer 1987): 354–367
Perspectives and Imperatives: On Defining Supervision, Frances S. Bolin, 2 (Summer 1987): 368–380
Perspectives and Imperatives: On Education and Psychotherapy: A Response to Schubert's "Curriculum Inspired by Scrooge, or 'A Christmas Carol,'" Kenneth A. Gleaves, 7 (Winter 1992): 196–208
Perspectives and Imperatives: Outcome-Based Education: Reform and the Curriculum Process, Allan A. Glatthorn, 8 (Summer 1993): 354–363
Perspectives and Imperatives: Paradigms, Transitions, and the New Supervision, Stephen P. Gordon, 8 (Fall 1992): 62–76
Perspectives and Imperatives: Practitioner-oriented Inquiry by Teachers: Meaning, Justification, and Implications for School Structure, Hendrik D. Gideonse, 4 (Fall 1988): 65–76
Perspectives and Imperatives: Reflection and Passion in Teaching, Maxine Greene, 2 (Fall 1986): 68–81
Perspectives and Imperatives: Reflections on Facilitating School Improvement: Issues of Value, Carl D. Glickman, 6 (Spring 1991): 265–271
Perspectives and Imperatives: Re-searching, Rethinking, and Reordering Curriculum Priorities, Louise M. Berman, 1 (Fall 1985): 66–71

Perspectives and Imperatives: Some Limitations of Outcome-Based Education, Jim McKernan, 8 (Summer 1993): 343–353
Perspectives and Imperatives: Teaching: Rules, Research, Beauty, and Creation, John A. Zahorik, 2 (Spring 1987): 275–284
Perspectives and Imperatives: The High School Curriculum in the United States and the United Kingdom: Perspectives on Reform and Control, Maurice Holt, 8 (Winter 1993): 157–173
Perspectives and Imperatives: The Reconceptualization of Curriculum Studies, 1987: A Personal Retrospective, William F. Pinar, 3 (Winter 1988): 157–167
Perspectives and Imperatives: The Role of Conceptual Analysis in Curriculum Inquiry: A Holistic Approach, Robin Barrow, 5 (Spring 1990): 269–278
Perspectives and Imperatives: The Social and Educational Conditions for Democracy, Landon E. Beyer, 4 (Winter 1989): 178–186
Perspectives and Imperatives: The Social-Reconstructive Wedge: A Model for Restructuring Curriculum, Vincent J. Hawkins, 6 (Summer 1991): 366–369
The Potential of Teacher Transfer in Fostering Professional Development, Lynne M. Hannay and Nancy Chism, 3 (Winter 1988): 122–135
The Power of Politeness in the Classroom: Cultural Codes That Create and Constrain Knowledge Construction, Jane J. White, 4 (Summer 1989): 298–321
Practitioner-oriented Inquiry by Teachers: Meaning, Justification, and Implications for School Structure *(Perspectives and Imperatives),* Hendrik D. Gideonse, 4 (Fall 1988): 65–76
Pride and Promise: Schools of Excellence for All the People *(Document Excerpts),* Charles A. Tesconi, Jr., Donald R. Warren, and Mary Anne Raywid, 1 (Winter 1986): 160–170
Problematic Curriculum Development: Normative Inquiry in Curriculum, Louise M. Berman, 3 (Summer 1988): 271–294
The Problems/Methods/Solutions of Curriculum Inquiry, J. T. Dillon, 1 (Fall 1985): 18–26
Problems of Definition in Curriculum, Herbert M. Kliebard, 5 (Fall 1989): 1–5
Psychoanalysis, Teaching, and Supervision, Edward F. Pajak, 1 (Winter 1986): 122–131
Quotations *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* Donald A. Schön, 5 (Fall 1989): 6–9
Reading between the Lines: Exploring the Supervisory Conference through Discourse Analysis *(Are You Doing Inquiry Along These Lines?),* Patricia E. Holland, 4 (Summer 1989): 380–381
The Reconceptualization of Curriculum Studies, 1987: A Personal Retrospective *(Perspectives and Imperatives),* William F. Pinar, 3 (Winter 1988): 157–167
Reconceptualizing Learning as a Dynamic System, Catherine D. Ennis, 7 (Winter 1991): 115–130
Reflection and Passion in Teaching *(Perspectives and Imperatives),* Maxine Greene, 2 (Fall 1986): 68–81
Reflection-in-Action: Case Study of a Clinical Supervisor, Lee A. Turner-Muecke, Tom Russell, and Jane Bowyer, 2 (Fall 1986): 40–49
Reflection, the Heart of Clinical Supervision: A Modern Rationale for Professional Practice, Noreen B. Garman, 2 (Fall 1986): 1–24
Reflections on Facilitating School Improvement: Issues of Value *(Perspectives and Imperatives),* Carl D. Glickman, 6 (Spring 1991): 265–271
The Reflective Mindscape, Lee F. Goldsberry, 1 (Summer 1986): 347–352
A Rejoinder to the Haggerson and Scheurich/Lather Responses to My "Issues in Research on Instructional Supervision," Jean Hills, 7 (Fall 1991): 62–76
A Research Agenda: An Alternative Vision and an "Educative" Agenda for Supervision as a Field of Study, John Smyth, 4 (Winter 1989): 162–177
A Research Agenda: Making Sense out of Curriculum Research: Some Formative Notes and an Exploratory Model, Donald R. Chipley, 5 (Fall 1989): 70–80
A Research Agenda: Setting Priorities in Curriculum Research, Edmund C. Short, 6 (Summer 1991): 358–365
A Research Agenda: Subjects for Study, Ivor F. Goodson, 5 (Spring 1990): 260–268
A Research Agenda: Supervision: Needed Research, Robert J. Alfonso and Gerald R. Firth, 5 (Winter 1990): 181–188
A Research Agenda: The Changing Face of Supervision: A Developmental Art, Michael V. McGill, 6 (Spring 1991): 255–264
A Research Agenda: The Institutional Context of Curriculum Deliberation, William A. Reid, 4 (Fall 1988): 3–16
A Research Agenda: Theory, Practice, and the Double-edged Problem of Idiosyncrasy, Robert Donmoyer, 4 (Spring 1989): 257–270

A Research Agenda: The Wonderful World of Curriculum Inquiry, John I. Goodlad, 6 (Winter 1991): 161–166

A Research Agenda: Unanswered Questions about the Effect of Supervision on Teacher Behavior, Robert H. Anderson, 4 (Summer 1989): 291–297

Re-searching, Rethinking, and Reordering Curriculum Priorities *(Perspectives and Imperatives),* Louise M. Berman, 1 (Fall 1985): 66–71

Response: A Hermeneutic Perspective on Supervision Scholarship, Patricia E. Holland, 5 (Spring 1990): 252–254

Response: An Emerging Scholarship of Practice, Thomas J. Sergiovanni, 5 (Spring 1990): 247–251

Response: The Status of Supervision Scholarship, Frances S. Bolin, 5 (Spring 1990): 244–246

Response: Toward a Practice of Scholarship: Beyond the Private Cold War Metaphor, Peter P. Grimmett, 5 (Spring 1990): 255–259

A Response to Bolin, Sergiovanni, Holland, and Grimmett, Arthur Blumberg, 6 (Fall 1990): 74–76

Revitalizing the Core Curriculum, Malcolm Skilbeck, 4 (Spring 1989): 197–210

Right Question, Wrong Extrapolation: A Response to Duffy's "Supervising for Results," Carl D. Glickman, 6 (Fall 1990): 39–40

The Role of Conceptual Analysis in Curriculum Inquiry: A Holistic Approach *(Perspectives and Imperatives),* Robin Barrow, 5 (Spring 1990): 269–278

The Role of District Supervisors in the Implementation of Peer Coaching, Peter P. Grimmett, 3 (Fall 1987): 3–28

School-Based Curriculum Development as a Policy Option for the 1990s: An Australian Perspective, Kerry J. Kennedy, 7 (Winter 1991): 100–108

School Choice and the Comprehensive Ideal, William G. Wraga, 8 (Fall 1992): 28–42

Science and Scientism in Supervision and Teaching, Thomas J. Sergiovanni, 4 (Winter 1989): 93–105

Science, Religion, and the Myth of Creation, Gary Alexander, 1 (Summer 1986): 294–304

A Sensible, Faculty-designed Model for Curriculum Development, Elaine Atkins, 6 (Summer 1991): 312–324

Sergiovanni's Reply to Gaynor's Letter, Thomas J. Sergiovanni, 1 (Summer 1986): 346

Setting Priorities in Curriculum Research *(A Research Agenda),* Edmund C. Short, 6 (Summer 1991): 358–365

The Social and Educational Conditions for Democracy *(Perspectives and Imperatives),* Landon E. Beyer, 4 (Winter 1989): 178–186

The Social-Reconstructive Wedge: A Model for Restructuring Curriculum *(Perspectives and Imperatives),* Vincent J. Hawkins, 6 (Summer 1991): 366–369

The Status of Supervision Scholarship *(Response),* Frances S. Bolin, 5 (Spring 1990): 244–246

STS: Bonding Humanities and Technology *(Are You Doing Inquiry Along These Lines?),* Tonya Huber, 3 (Summer 1988): 344–347

Studies of the Quality of the Curricular Process and the Curriculum Conference, Karl Frey, Kleoniki Malliou, Rolf Langeheine, and Gillian Horton-Krüger, 7 (Fall 1991): 36–61

A Study of Children's Interests in Words, Jack Frymier, 2 (Winter 1987): 128–151

Study of the "Outside Curriculum" of Students' Lives *(Are You Doing Inquiry Along These Lines?),* William H. Schubert and Carol R. Melnick, 2 (Winter 1987): 200–202

The Subject Matters as Curricular Categories: A Critique of Part 4 of the *Handbook,* "Topics and Issues Within Curricular Categories," Lauren A. Sosniak, 8 (Fall 1992): 20–27

Subjects for Study *(A Research Agenda),* Ivor F. Goodson, 5 (Spring 1990): 260–268

Supervising for Results: A Case Study from the Business World, Francis M. Duffy, 6 (Fall 1990): 31–38

Supervision as a Creative Act *(A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations),* Antoinette A. Oberg, 5 (Fall 1989): 60–69

Supervision as Cultural Inquiry, David J. Flinders, 6 (Winter 1991): 87–106

Supervision, Mentoring, and Self-Discovery: A Case Study of a First-Year Teacher, Robert V. Bullough, Jr., 5 (Summer 1990): 338–360

Supervision: Needed Research *(A Research Agenda),* Robert J. Alfonso and Gerald R. Firth, 5 (Winter 1990): 181–188

Supervision: What's Imposition Got to Do with It?, Petra M. Munro, 7 (Fall 1991): 77–89

Supervisors' Talk: Making Sense of Conferences from an Anthropological Linguistic Perspective, Duncan Waite, 7 (Summer 1992): 349–371

A Symposium on Schön's Concept of Reflective Practice: Critiques, Commentaries, Illustrations: Quotations, Donald A. Schön, 5 (Fall 1989): 6–9; Knowing Is in Action, Robert T. O'Gorman, 5 (Fall 1989): 10–12; A Critique of Schön's Views on Teacher Education: Contributions and Issues, Ilene B. Harris, 5 (Fall 1989): 13–18; A Commentary on Schön's View of Reflection, Peter P. Grimmett, 5 (Fall 1989): 19–28; From Studio to Classroom—Or Not? Vicki Kubler LaBoskey, 5 (Fall 1989): 29–34; Can Supervisory Practice Embrace Schön's View of Reflective Supervision? James F. Nolan, 5 (Fall 1989): 35–40; Conceptualizing a "Hall of Mirrors" in a Science-Teaching Practicum, Allan M. MacKinnon, 5 (Fall 1989): 41–59; Supervision as a Creative Act, Antoinette A. Oberg, 5 (Fall 1989): 60–69

Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model *(Are You Doing Inquiry Along These Lines?),* Ralph Fessler and Peter J. Burke, 2 (Summer 1987): 381–389

Teacher Isolation and the New Reform, David J. Flinders, 4 (Fall 1988): 17–29

Teacher Lore: A Neglected Basis for Understanding Curriculum and Supervision *(Are You Doing Inquiry Along These Lines?),* William H. Schubert, 4 (Spring 1989): 282–285

Teacher Participation in Curriculum Development: What Status Does It Have? Jean H. Young, 3 (Winter 1988): 109–121

Teachers Meet Technology: Computer Courseware Authoring in Schools, Kenneth A. Sirotnik, Claude Goldenberg, and Jeannie Oakes, 1 (Summer 1986): 316–330

Teacher Supervision as Professional Development: Does It Work?, Myrna L. Greene, 7 (Winter 1992): 131–148

Teaching: Rules, Research, Beauty, and Creation *(Perspectives and Imperatives),* John A. Zahorik, 2 (Spring 1987): 275–284

Testing a New Supervisory Process for Improving Instruction, Gerald H. Elgarten, 6 (Winter 1991): 118–129

Theories Embedded in the Events of Clinical Supervision: A Hermeneutic Approach, Noreen B. Garman, 5 (Spring 1990): 201–213

Theory, Practice, and the Double-edged Problem of Idiosyncrasy *(A Research Agenda),* Robert Donmoyer, 4 (Spring 1989): 257–270

The Thread of Humanism in the History of American Education, G. Robert Koopman, 2 (Spring 1987): 233–247

Three Personal Challenges Associated with Contingent Pragmatism, James G. Henderson, 5 (Winter 1990): 171–180

"To Dwell with a Boundless Heart": On the Integrated Curriculum and the Recovery of the Earth, David W. Jardine, 5 (Winter 1990): 107–119

Toward an Understanding of the Beginning-Teacher Experience: Curricular Insights for Teacher Education, Sheila Stark, 6 (Summer 1991): 294–311

Toward a Practice of Scholarship: Beyond the Private Cold War Metaphor *(Response),* Peter P. Grimmett, 5 (Spring 1990): 255–259

Toward a Scholarship of Practice *(Comment),* Arthur Blumberg, 5 (Spring 1990): 236–243

Toward Schools in the Middle: Progress and Problems, William M. Alexander, 2 (Summer 1987): 314–329

Truth Wrought in Tales: An Exploration of How Case-Study Evaluations Are Received by Those Participating in the Process, Alan G. Ryan, 2 (Summer 1987): 330–341

Unanswered Questions about the Effect of Supervision on Teacher Behavior *(A Research Agenda),* Robert H. Anderson, 4 (Summer 1989): 291–297

The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary *(Are You Doing Inquiry Along These Lines?),* Craig Kridel and Laurel N. Tanner, 3 (Fall 1987): 71–74

Understanding Reflective Practice, Thomas J. Sergiovanni, 1 (Summer 1986): 353–359

Uniformity and Diversity: Curricular and Instructional Issues, A. Harry Passow, 2 (Summer 1987): 342–353

The Use of Concept Maps to Represent Unique Thought Processes: Toward More Meaningful Learning *(Are You Doing Inquiry Along These Lines?),* David Cohen, 2 (Spring 1987): 285–289

WCCI Research Call *(Are You Doing Inquiry Along These Lines?),* Norman V. Overly, 3 (Winter 1988): 168–171

A Wedge Is Still Missing: Reactions to Hawkins *(Perspectives and Imperatives),* Brenda Benson-Burrell, 6 (Summer 1991): 372

Whence Research? Whither the *Journal*? An Editorial, Edmund C. Short, 4 (Fall 1988): 1–2

When Educators Study Play in Schools, Nancy R. King, 1 (Spring 1986): 233–246

Where We Came From: Notes on Supervision in the 1840s, Arthur Blumberg, 1 (Fall 1985): 56–65
Women as Teachers: Enlarging Conversations on Gender and Self-Concept, Janet L. Miller, 1 (Winter 1986): 111–121
The Wonderful World of Curriculum Inquiry *(A Research Agenda)*, John I. Goodlad, 6 (Winter 1991): 161–166
"Vivat Comenius": A Commemorative Essay on Johann Amos Comenius, 1592–1670, Bjørg B. Gundem, 8 (Fall 1992): 43–55